

AN EXPLORATORY STUDY ON THE OPPORTUNITIES IN VISUAL MEDIA & THE NEED TO UP SKILL ACADEMIC PROGRAMMES

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ABSTRACT

The Indian Media Industry has reached Rs. 1.5 trillion in 2017 with a growth of 13% over previous years (FICCI, 2018). It was indeed expected to reach Rs. 1.66 trillion by 2017 from its Rs. 82,000 Crores in 2012 with a Compounded Annual Growth Rate (CAGR) of 15.2 %, foresees media experts in their analysis (KPMG, 2013). It is expected to reach Rs. 2 trillion by 2020 at CAGR of 11.6%, with a wide scope for digital advertising till 2020. The growth in TV industry is 11.2% and film grew with 27% in 2017 (FICCI, 2018). This clearly indicates the significant progress in the TV & film industry, which has job opportunities for young aspirants having employable skills.

The media industry irrespective of the medium has matured technologically by digitizing, yet identifying the skilled professional from the academic institution for visual media is laborious and unfavorable. The recruiters mostly rely on the references from those in the industry than institutions offering media programmes on one hand; as a flip of the coin, it has been demanding to the institutions to get campus placement.

The emptiness appears to exist between the visual media industry and the majority of the UGC recognised institutions. The age-old syllabus and theoretical pedagogy have been one of the primary hindrances to up skill in teaching concepts, theories, and imbibing practicality particularly in visual media subjects. The academic privations in facets like resources, infrastructures, laboratories, broadcasting audio and video equipments, systems, software's and applications and most importantly the facilitator who transforms a learner to a media professional with employable skills to suit industry, has barricaded the entry of a student to the industry. It is been observed, the students opt for desk jobs in news channels and print publication or get in the Public Relation & Communication stream rather than trying for avenues in creative, technical and management areas. Few academicians at institutions agree to the existing lacking and opine that the authorities at the education board and the Ministry of Higher Education at both the State level and Central level have critically failed to recognise media studies as a professional course to the extent it deserves, causing limitation in evolving an institution offering professional programmes in media studies.

The study focuses on assessing the employable skills imparted to learners and the professional skills the learner should possess during the course and suggest effective recommendations with regard to television industry profiles.

KEYWORDS: Media Education, Visual Media Education, Media Employable Skills & Media Syllabus

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1. INTRODUCTION

1.1 Overview of Media Education

The term Media Education has globally accepted to look it as the teaching of media tools and aids at the institutions as per the K-12 education system. This mainly involves teaching Microsoft applications on computer, use them in teaching, and empower learners to produce learning assignments and evolve by practicing it at schools. While continuing the same at the college and professional higher education, the usage of computers and applications diverge with each subjects. Graduation programmes like Bachelor of Commerce broadly use accounting application, the learners from the science stream use applications related to their core subjects. Professional courses like engineering and medical have advance applications in their learning with regard to each subject. However, subjects in media studies have minimum intervention of using applications in their learning. The graduation and post-graduation programmes teach on the page designing applications to publish print journals, while intervention of practical learning in visual media subjects is minimal.

Media education technically has considerably been unsuccessful to stretch in professional education in media streams like the print, radio, visual and new media. Eminent international scholars along with researchers like Dr. Mira K Desai, Dr. J S Asthana, Prof. Murthy, Dr. Sanjay and a very few others in India have contributed with regard to the status of media education in India; mostly in reference to journalism and inference to visual media education.

The media education in India when started by Aligarh University in the early 19th century confined to Journalism. Later, when UGC recognised Journalism as a stream to pursue career, many Universities and affiliated colleges and institutions both private and public cropped up across the country offering journalism as a part of the Bachelors in Arts course at the graduation level and Universities alone offered the post-graduation course with the nomenclature MA-Journalism or MA-Journalism & Mass Communication. The courses helped the emerging print media then, while the syllabus and the curriculum did not comprehend with the necessary updations as the technology evolved and presently in the digital era. Media programmes neither acknowledged as professional course with employable skills nor have received the promotion it deserved and always been regarded as one among the many subject at the graduation level and one of the general post-graduation programme.

The advent of over 1000 television channels and radio stations, as well as the new media sprouted in demand in the 21st century has nevertheless given a new dimension in India, which critically seeks the learners from academia to be more skilled and professional to gain the entry to the industry at the entry level.

Media education today opens up arenas for many other positions unlike journalism. Hence, opinions of the learners and professionals having passed media courses/ media studies were gathered in context to the employable skills a learner possess during the graduation and post-graduation programmes, the quality practices at institutions empowering the learner with employable skills. The study recommends the process to bridge the academy-industry gaps and enhance the employable professional skills in media industry.

2. METHODOLOGY

The study designed includes qualitative and quantitative techniques as well as interviews.

The primary data under the survey method, gathered opinions of 231 students pursuing post-graduation course in media studies, namely, journalism & mass communication and electronic media. The respondents participated in the

survey belong to Bangalore University- Bangalore, Mangalore University- Mangalore, Karnataka University- Dharwad, Kuvempu University- Shivamogga, Bijapur Women's University- Bijapur, University of Mysore- Mysore, Gulbarga University- Gulbarga, Manipal Academy of Higher Education (MAHE)- Manipal and Jain University- Bangalore.

Bangalore city being the base of all the television channels in Karnataka, 50 industry-working professionals graduated in the above media courses participated in the personally administered survey to gather the opinions and personal interview with them gave an understanding beyond the purview of the survey.

The secondary data comprise information from various literature reviews, quoted from the thesis "An Empirical on Visual Media Education Credentials and Industry Expectation."

The locale chosen to the study is Karnataka, India

3. OBJECTIVES

- The study intends to illustrate the change required in designing and delivering the media education courses focusing on developing employable skills in the specialization of the learner interests.
- The study intends to recommend the structure and procedure in designing the course as per the need of the hour, which makes the students easily employable in the media industry.

4. REVIEW OF LITERATURE

4.1 Status of Media Education in Academia

4.1.1 Types of Courses in Media Education

The type of courses, which predominantly attracts the students to pursue media education, offered among various Universities are Bachelor's degree of Arts in Journalism & Mass Communication, Master's degree of Arts and Master's degree of Science in Journalism and Mass Communication and Electronic Media. The course, though structured by the UGC gives the wide option for the faculties and college authorities to change and modify the course title. Nevertheless, most of the colleges affiliated to the University offer courses in BA Journalism and Communication, while MA or MS in Mass Communication or Journalism and Mass Communication/Electronic Media courses are offered at the universities. Few private institutions also have courses related to broadcast production, digital film making, visual communication design, while creative script writing, video editing, camera & photography, voice acting or RJ courses, sound recording & dubbing and other technical skills are widely taught as non-regulatory programmes by the private institutions which do not come under the radar of UGC guidelines.

4.1.2 Methodology of Training

The education in the media has its existence since the Aligarh Muslim University started Journalism course in 1938 offering a Diploma. Ever since then to the present trend, the media industry has grown in a pace which was never expected after 1992- 93. The growth in the institutions to offer Journalism was also phenomenon, while the UGC recognised Journalism and later Mass Communication as media education. While the student learns theoretical based subjects, the academia blindfolded to see the growth in visual media and training required to be a professional. Few courses nevertheless has few subjects like photography, shooting with video camera, video editing, audio editing which is of 2 to 4 credits, while few institutions compel to at least produce one documentary in a semester. The general observation in most of the colleges offering media education, follow theoretical pedagogy as prescribed by the UGC or the respective

Universities the college is affiliated to. The written exam for 90 marks and 10 marks for internals comprises evaluation. The academicians who teach media subjects lack the updated industry knowledge and the applicability of theoretical knowledge on the field. The Journalism course though is nearing to celebrate its centenary year, yet the methodology of training practiced even today is classroom-based lectures than imparting practicality and rigorous on-field projects.

4.1.3 Resources and Infrastructure

Any academic institution, as its primary resource depends on books, journals, articles, and periodicals with respect to each course and its subjects. Nevertheless, the institution stocks lot of books related to journalism and mass communication, and media management, very few libraries has books on the technical aspects of producing the visual content or television production. Most of the books found in all the libraries are those contributed by the foreign authors and very few Indian authors have thrown light, which is a complimentary copy of the foreign books, however lacks to the Indian context. The space to conduct research, authoring books on various aspects of media education in the Indian context is vacuumed giving less professional scope.

The infrastructure in 95% of the colleges observed lack of infrastructure and most of the times the courses offered are as per the existing infrastructure, than creating the infrastructure required to deliver the media course, particularly in visual media. Institutions which step in to train students on the technical aspects of media production requires an audio & video production studio, editing and post production laboratories, equipments like camera, mikes, lights, cables and editing systems, which attracts huge investment for the institutions while calculating its revenue generated by these courses. It is observed that most of the media education courses are trained by classroom based lectures and a computer laboratory for basics of video production.

UGC in its report on conducting media education courses, stress on the infrastructure to have well equipped audio and video production studio with all the basic necessary equipments, a photo developing lab and editing lab for video production.

The resource of trainers are another constraint as the courses involving practical skill training requires industry professionals while the institutions mostly rely on the trainers having academic qualification & experience, who hardly have industry experience and the connect. Faculties are in a state to teach technical subjects in visual media by self-learning through you tube. The frequency of very few experts from the industry visiting the institutions are majorly for a guest talk or a short workshop, which has less influence on the learning toddlers.

4.2 Media Industry

4.2.1 Mediums

Media started with the advent of the printing technology way back in the 10th century. The sustainable development advancing broadcast inventions like the Radio and Television, nevertheless reached the mass in disseminating the communication. These technologies penetrated India during the 18th and 19th century as a medium of communication and business too. The invention of the internet, which was introduced in India during mid 1995 in India started revolution and today's internet for primary communication and various reasons are necessity and dependable. The web or the world of new media has centralised all the three mediums namely the print, sound, and video. Live streaming through digital and networking has advanced the all the industry driven mediums to restructure their business strategies and approaches. The industry has gone with a sea of change in its creative, technical, development, and managerial aspects of producing

and broadcasting media content in digital formats for texts, images, sound, and video.

4.2.2 Genres & Trends In Television Programmes

Television as medium in India started broadcasting programmes for a couple of hours in a week, which later catered on daily basis early in 1982- 83. The genres of television programmes during its inception were of humorous, informative and more of education of government policies and programmes. The trend set by the government owned Doordarshan to educate family and societal values, information on the history and programmes, which inculcated social messages, are no more relevant as the content. The globalization nevertheless invited foreign and domestic investors to start television channels, which also liberalised the presentation of the content unlike Doordarshan. International broadcasting institutions nevertheless own the top private TV channels in India and hence programmes, which were on the American television, were re-created to cater in Indian context. The programme MTV Bakra originated from Candid Cameras by Allan Front during 1970's and 80's in the US. Since then to till date, most of the highly rated programmes and reality shows on the International television are reproduced by rewriting the content and approach to the Indian context. Keen observation in the society of human behaviour and interactions, influenced by the trends on television has not only changed the content format, but have also influenced in changing the society with regard to their lifestyle, food and attitudes among all the classes of viewers in their respective likeness of watching a specific programme on television.

4.2.3 Categories of Job Opportunities In Television Industry

The television industry today has blossomed to over 900 registered television channels, which includes the local, regional, national, and international channels broadcasting in India. Producing a television programme involves professional human resource with the skills of creative, technical, and managerial expertise. Human resources, performing their respective jobs are categorised in department wise and accordingly to the skills, knowledge, and education prerequisite in respective department and experience of each individual. Every department has the hierarchy from the lower level to the managerial level or the heads, who in turn reports to one person either the business head or the CEO or any other higher authority in running that particular. Refer the below table 1 and 2 for detail understanding.

Table 1: Levels of Job Positions in CTM Category

Levels	Creative	Technical	Managerial
Low Level	Assistant Category	Assistant Category	Executive Category
Mid-Level	1st Associate/ 2nd Assistant Category	1st Associate/ 2nd Assistant Category	Sr. Executives, Asst. & Deputy Managers,
Senior Level	2nd Associate/ Chief Associate Category	2nd Associate/ Chief Associate Category	Managers
Managerial/ Sr. Managerial Level	Department Head	Department Head	Department Head
Executive Level	Business Head/ CEO/ Highest Authority		

Table 2: Skill, Opportunities & Position Classification According To Departments

Departmental Categories	Creative Skill/ Opportunities	Technical Skill/ Opportunities	Managerial Skill/ Opportunities	Positions/ Opportunities
Writing	Story, Screenplay, Dialogues, Production Design, Lyrics.			Writers in said categories and production design
Direction	Scene development, Costume, Location, Sets, Presentation.	Camera movements, Lenses, Editing techniques, Acting evaluation.	HR Management of various department heads, teams and artists.	Assistant Director (1st and 2nd), Associate Directors (1st and 2nd), Director
Production	Scheduling and HR Management	Cost cutting and strategy.	HR Management & Co-ordination with the requirements of various department heads, teams and artists.	Production Boy, Asst. Production Coordinators, Production Coordinators, Asst. Production Manager, Production Executive, Production Manager, Production Controller.
Art	Designing	Creating and Erection of Sets and Properties	Execution of Art & Design and Negotiation.	Art sketcher, carpenters, painters, Asst. Art Directors, Associate Art Directors, Art Director, Art Designer.
Camera	Framing and composition, angles, shot type, look and feel or mood setting.	Expertise in all aspects to execute the mention creative skills. Knowledge of lighting, lenses, angles and simple & complex camera movements and compositions.	Managing the camera and lighting team along with the team of grippers, gaffers, steady cam operators	Camera Assistant/ Attendant, Asst. Cameraman (1st & 2nd), Associate Cameraman (1st & 2nd), Operative Cameraman/ Cameraman, DoP/ Cinematographer.
Lighting	Lighting techniques and arrangements	Intensity and positioning of lights, colour combination, and usage of various types of lights.	Managing the lighting team and trouble-shooting during errors. Knowledge of various advanced light.	Light boy, Light man, Sr. Light man, Chief Light man, Electrician, Generator operators.
Sound	Sound creations	Using of equipments and its functions during various stages of production during in door and out door.	Managing the sound team and knowledge of advance equipments used for sound.	Asst. sound Recordist, Sound Recordist, Asst. Sound Engineer, Sound Engineer, Asst. Sound Designer, Foley Effects Designer, Sfx Artists, Sound Mixer, Sound Designer.
Music	Composing, visualizing, and using the sounding of specific instrument.	Knowledge of software applications, voice culture and modulation techniques, mikes, and audio mixer.	Managing team of musicians, vocal artists, orchestra, sound engineers, and designers.	Music Composer, Background Music Composer, Musicians, Asst. Music Directors, Background Music Director, Music Director.
Editing/ Post Production	Creative skills in execution of creating visual story and sound.	Technical expertise in handling the equipments and software applications. Thorough knowledge of the process.	Team management and trouble shooting in all the cases of errors in creative and technical aspects.	Asst. Editor, Associate Editor, Negative Cutter, Non Linear Editor, Editor, Vfx Team (2D & 3D artist, supervisor, production head, manager)

5. FINDINGS

5.1 Content Analysis

To have a better understanding, the content delivered at the graduation and post-graduate programmes were reviewed and analyzed. The finding reveals that the syllabus structured is oriented to journalism, with special reference to the theories for print medium and make a run through with the overview of electronic medium subjects.

At the graduation level, Journalism is a part of the BA programme and introduces to the basics of print media, communication theories, and writing reports though not to the extent of having quality practical practices. The subjects at the graduation level includes, Mass Communication, Communication Theories, Models of Communication, News Reporting Techniques, Evolution of Print Media, Radio & TV, Reporting for Electronic Media, Article Writing, Emergence of New Communication Technologies, Principles of Management, Freedom of Speech, Expression and Press, Media Laws, Magazine Journalism, Advertisement, Public Relations, Online Journalism, Current Affairs and so on. The master graduation programme includes subjects like Media-issues & themes, News writing, reporting, editing & processing in print, Media laws & regulations, Newspaper management, Web journalism, Applied business, Communication theories & research, Developmental communication, Writing for Television production, Radio production, Film studies, Political communication, Intercultural communication, IT, PR & Corporate communication, Photojournalism, Folk Media and many more all related to journalism and communication. We may observe that subjects learnt during the

graduation, are repeated either with the same or different nomenclatures at the master graduation programme and with additional of few advance concepts under each of the subjects. However, the practices of the subjects learnt are largely emphasised on the reporting, writing, and editing for print and not on the electronic media subjects.

At those institutions offering electronic media programme, the subjects include Writing & reporting for electronic media, New media technology, Computer applications, Videography, Digital Imaging, Film Appreciation, AV technology, Camera & lighting techniques, video editing, audio production, 2D animation, Visual communication, Presentation for broadcast media, TV news casting, Special effects, Graphics and many more. However, the subjects having scope for practical orientation goes for a long list of lacking; the number of computers, equipments for AV production and the duration provided for professional skill development are very less in number and in the ratio of 1 equipment to over 5 students, while the softwares are of outdated versions. The systems at the labs were running quite slow due to lesser RAM capacity, than to that required running and operating visual media softwares.

The faculties teaching the subjects with practical orientation are found in having less knowledge on the equipment and the techniques of implementing in the industry. The faculties also lack the expertise in visual media industry and bound to the basics, which are self learnt with the help of freely available online tutorials & videos.

5.2 Learners Analysis

The summarised analysis mentioned here, are of the opinions shared by the learners of graduate & post-graduate student pursuing journalism and electronic media and industry professionals working in TV news channels and films, participated in the survey for the main study. However, the data of industry working professionals considered for this paper are those graduated from media programmes. The survey and physical observations during the visits to institutions while administering the survey revealed the reality of media education at the institutions.

The Under Graduate respondents were majorly from the private institution affiliated to universities and Post Graduate respondents from the Government University. More or less an equal number of respondents from Under Graduate (48 %) and Post Graduate (51.8 %) participated in the survey. Among the Under Graduate respondents, studying at the BA level who participated in the survey, a majority (71.16 %) belonged to private and autonomous colleges, followed by the private university (17.2 %) and government college (11.62 %). Among the Post Graduate respondents, Journalism and Communication at the MA level a majority belonged to the Government, universities (62.33 %) and Private Universities (17.31 %) followed by the respondents studying M.Sc. Electronic Media (20.34 %) at government universities. Most of the Under Graduate and Post Graduate respondents opted for News Reporting for electronic media, while a very few respondents chose Cinematography as specialization (Under Graduate - 22.2 %; Post Graduate - 14.80 %). The majority of the Under Graduate and Post Graduate respondents responded that the faculty in the department has knowledge of the industry from an academic perspective but lacked industry experience in visual media. The subjects related to visual media in the creative category are not taught, while minimal of non-technical, technical and management aspects are taught among both the Under Graduates and Post Graduates.

The equipment used for training and executing projects was in the possession the department itself; however, the faculty lacked extensive knowledge of using the equipment. Thus, it shows that the resources available at the institution are not highly utilised to train the respondents extensively. Only 2 % of the respondents received 100 % training in News reporting for electronic media, while less than 50 % training was given in subjects that needed hands-on-practical training.

There was a glaring inadequacy in the time allotment for practice sessions with 2-4 hours utilised for Under Graduate and 0-2 hours for Post Graduate respondents. However University Grants Commission gives freedom to the Chairman/ Head of Department to decide and allocate the Lecture, Training and Practice hours for the respective subjects. Under Graduate respondents (67.9 %) reported that their institutions did not have a studio while Post Graduate respondents reported the availability of studio in their institution. These institutions possessed only the basic equipment like a DSLR camera, 3 CCD Camera, Television, computer with image editing software and internet facility, However, advanced instruments like boom mic, collar mic, hand mic, lights to shoot, vision mixer etc., were not available. Respondents were required to operate handy cameras for their academic projects due to non-availability of more professional cameras.

Respondents among both the Under Graduates and Post Graduates stated that non-availability of the trainer for projects executed outside the studio or campus and after working hours to help them in projects and the lack of permission to take the equipments outside the campus has hindered them in utilizing the availability of equipments. Moreover, five or more students shared one camera during the execution of the projects. Most of the institutions used Windows platform as an operating system for editing; only a few institutions provided Apple software. Adobe Premiere was the commonly used software for video editing and Sound Forge software for audio editing. However, five or more respondents in using the editing system shared one system. A majority of Post Graduate respondents at Gulbarga, Kuvempu, and Bangalore Universities studying MA Journalism opined that they were hardly aware of the facilities and equipments available at their campus. Government Universities offering electronic media and private institutions like Manipal, Jain (CMS), Oxford, Garden City, and SDM college provided the facilities required for visual media; however the use of facilities in government universities was not as extensive as in the at private institutions. However, institutions support to the respondents in getting internships and placements and the training given by the institutions was less satisfactory.

5.3 Professionals Analysis

The respondents in the category of media professionals, majority of them are between the ages of 30 and above dominated by the male populace with graduate or a postgraduate degree in the media stream (journalism/ mass communication / electronic media). Eligibility considered was to that, the respondents had a minimum of five years of experience in visual media. Of the respondents, a little less than half of them were engaged in general entertainment/film department. An equal part of them were drawn from production, direction and programming. The select respondents were mainly involved in script writing and direction, cinematography and editors.

Media professionals strongly believe that the students from media institutions had more of theoretical knowledge and less of capability to execute them practically. However, in comparison from the other students the knowledge levels of media students were satisfactorily higher. The professionals also appreciated the mindset of few learners, to learn things, but were concerned about ability to cope up with the pressure on the industry and match the speed. The professionals largely felt that the overall re - structuring of visual media education to suit the industry requirement is the need of the hour. (Muller, 2016)

6. GAPS IDENTIFIED

6.1 Course Structure

The structure of the course as per UGC guidelines are spread across with the introduction & history to journalism, communication theories, writing press releases, Public Relations, Corporate communications, Sports journalism and

Documentary making as project in some colleges. Communication and Media, Electronic Media, Video Production & Programming, Writing skills, Reporting are few of the subjects in the course found across all Journalism and Mass Communication courses. Nevertheless, all these subjects have a minimum of 2 credits of teaching while few Universities and institutions have subjects, which are of 4 credits which is less than the minimum number of theory and practical hours.

6.2 Pedagogy In Training

With most of the subjects based on class room lecture learning, the pedagogy practiced in most of the institutions are of theoretical and have empowered students more with regard to print media than the electronic (radio and television) which require lab based practical hours, expert trainers, infrastructures and equipment.

6.3 Resources For Skill Development

The general observation and feedback from the students and faculties of various institutions teaching media subjects, irrespective of print and electronic media, opines that the library resources available are more of that authored by foreign writers which lacks the Indian context, which is not of much useful to discuss. The Universities and educational bodies give less scope for researchers and authors to write books on media subjects with the updated compiled facts, figures, and events that is in Indian context. The major gap in using the foreign books are nevertheless useful in the global context as the culture and law of the land differs from any of the other country. The researches on the events to Indian context hardly exercised, the learners are hardly aware of the past events.

With the 360 degree approach, the resources from the root needs to be extended with a special course design, curriculum, content, infrastructure, trainers and book/ journals authored by Indian authors in Indian context.

7. CONCLUSIONS

As observed in the above sections on the present status of academia, the opportunities in the industry for the right candidate and the existing gaps, the study concludes mentioning that up-skilling the syllabus in a new perspective of developing the skills required by the industry by imbibing in the syllabus is critical. However, many of the scholars and academicians across the world have mentioned imbibing practical and employable skills in journalism and electronic media (overall media studies). Nevertheless, the strong commitment by academicians, industry professionals and the authorities in the higher education sector to collaborate and revisit the syllabus to update as required by the present media industry which include print, radio, visual (TV & Films) and new media as well are much required to be in action. The syllabus needs to adhere to imbibe the practical skills in creative, technical and management aspects of media, as the opportunities lies in all the three aspects, and is the need of the hour for better prospects and professional development of both the academics and industry in the future years.

Hence, we attempt in recommending the best ways to imbibe intellect & skill based content, pedagogy, and up skill the media syllabus simultaneously.

8. RECOMMENDATIONS

8.1 Pedagogy and Resources

Studies dominantly states that the pedagogy and resources to teach media subjects across the country need restructuring and more scope for the development of resources are required to build skilled and contended team of young media aspirants at the academia.

8.2 Trainer Competency

Few of studies largely taken by the faculties and researchers of Indian reveal that, the trainer lacks the competency to teach visual media subjects to their students. The issue revolves that academicians have less knowledge of the industry advancements, while an industry professional thinks not to be in academics because of the facility, remuneration and the fame, which comes being in the industry. Nevertheless, another point to be observed is that not all industry professionals have the skill of teaching to students of various media courses at various levels.

8.3 Industry Connect

Academics in any stream can only develop and grow when a professional educational stream has industry connect not just for placements for its students but also to mentor and guide the students as per the industry pre-requisites & standards. The majority of the academicians in India and abroad, nevertheless mention this in their research articles. They also opine that the academic- industry connect for media studies plays a crucial role in empowering the student and exposing to on the field job in the real world. However, the workshops conducted are more theoretical and of short duration which helps the learner a large extent and has its impact. Workshops on visual media education from the industry professionals are of very short duration though conducted by very few academic institutions.

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Dr. Prashanth G Malur has been awarded the Doctoral Degree for his thesis titled “An Empirical Study on Visual Media Education Credentials and Industry Expectation” and this paper has its complete references. The original data may be referred from www.shodaganga.com (official website for Indian published research by UCG) in all the cases to verify.

This paper observes the employment opportunities in visual media and the requirements at the academia to up skill the learners.

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